

Ninth Grade Reading Grade Standards, Supporting Skills and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>9.R.1.1 Students are able to use various reading and study strategies to increase comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> demonstrate use of close reading skills (for example: double-entry journal, notation techniques); demonstrate use of pre-reading strategies (for example: word webbing, skimming, scanning, questioning).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>9.R.2.1 Students are able to analyze and summarize an author's use of complex literary elements. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> give examples of the use of foreshadowing and flashback to reveal character and plot (for example: "The Secret Life of Walter Mitty," <i>The Odyssey</i>, <i>Romeo and Juliet</i>, <i>To Kill a Mockingbird</i>, <i>Great Expectations</i>, <i>Our Town</i>); compare the use of time and sequence in a novel or a play and its film adaptation (for example: <i>The Glass Menagerie</i>, <i>To Kill a Mockingbird</i>, <i>Of Mice and Men</i>, <i>Romeo and Juliet</i>, <i>The Miracle Worker</i>).
(Analysis)	<p>9.R.2.2. Students are able to analyze and describe the effect of figurative language and other literary devices in various genres. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> Explain the function of personification, simile, metaphor, and alliteration in a work (for example: <i>Of Mice and Men</i>, <i>The Diary of Anne Frank</i>, <i>The Miracle Worker</i>, poetry).

Ninth Grade Reading Grade Standards, Supporting Skills and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>9.R.3.1. Students are able to analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • classify various websites in terms of accuracy and reliability (for example: Mankato's college web site, Civil War Homepage, How Things Work); • appraise the literary merit of contemporary song lyrics (for example: Jewel, Leonard Cohen, Bruce Springsteen, Alanis Morissette, Paul Simon).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>9.R.4.1 Students are able to compile and evaluate potential sources for research projects. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare research tools and recommend the most useful sources among them (for example: computerized data, cataloging systems, Reader's Guide, reference books); • use the media center for study and research (for example: computerized data, cataloging systems, <i>Reader's Guide</i>, reference books).

**Ninth Grade Reading
Performance Descriptors**

Advanced	<p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • integrate various reading and study strategies to increase comprehension; • determine the effectiveness of an author’s use of complex literary elements; • evaluate the effect of figurative language in various genres; • judge the quality of reading materials for practical, informational, or aesthetic value; • demonstrate the ability to select, compile, and evaluate appropriate materials for study and research.
Proficient	<p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use various reading and study strategies to increase comprehension; • analyze and summarize an author’s use of figurative language and complex literary elements and their effect in various genres; • analyze the quality of reading materials for practical, informational, or aesthetic value; • demonstrate the ability to compile and evaluate potential sources of information for research.
Basic	<p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recognize various reading and study strategies to increase comprehension; • interpret an author’s use of complex literary elements and the effect of figurative language; • identify sources of information as directed for research.

Tenth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>10.R.1.1 Students are able to connect main ideas to identify relationships with other sources and topics. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> interpret word choice in a variety of text (for example: mythology, short stories, newspapers, <i>Flowers for Algernon</i>); compare and contrast literary and modern heroes (for example: Odysseus, trickster tales, Tiger Woods; mythological, historical, and cultural figures); recognize coming-of-age themes (for example: <i>Ellen Foster</i>, <i>Great Expectations</i>, <i>A Separate Peace</i>).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>10.R.2.1 Students are able to compare/contrast similar themes across genres to determine how the type of literature shapes the message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> examine a similar theme of in several works (for example: the theme of death in poetry, <i>Our Town</i>, <i>Red Badge of Courage</i>, <i>A Separate Peace</i>, <i>Of Mice and Men</i>, <i>Night</i>); explain how different genres reflect character relationships (for example: <i>Glass Menagerie</i>, <i>A Raisin in the Sun</i>, <i>To Kill a Mockingbird</i>, Gary Soto, Amy Tan, Sandra Cisneros).
(Analysis)	<p>10.R.2.2 Students are able to analyze and identify the structures of literary genres and their functions within that category. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> identify the basic components of plot development in various genres (for example: short stories, drama, novels, narrative poetry).

Tenth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>10.R.3.1 Students are able to understand possible differences between author's intent and reader's interpretation through various cultural and historical perspectives. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare and contrast the background of the author and that of the reader (for example: <i>Black Elk Speaks</i>, <i>The Diary of Anne Frank</i>, <i>Romeo and Juliet</i>, <i>Night</i>, <i>The Souls of Black Folk</i>, Maya Angelou, Sandra Cisneros, Linda Hasselstrom, Virginia Driving Hawk Sneve, Dan O'Brien); trace the different interpretations of war literature and its effect on society (for example: Sassoon, Tim O'Brien, <i>All Quiet on the Western Front</i>, Vietnam literature, Desert Storm literature).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>10.R.4.1 Students are able to differentiate between fact, logic, and opinion in various texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare/contrast two essays based on opposing viewpoints of the same topic (for example: slavery, prohibition); determine whether statements in expository text represent fact, logic, or opinion (for example: news magazines, tabloids, newspapers, essays, editorials, textbooks).
(Analysis)	<p>10.R.4.2 Students are able to analyze information for clarity, relevance, point of view, credibility, and supporting data. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> examine opposing viewpoints and indicate the position that is best supported by the data provided (for example: tobacco, forest management, endangered species); examine the adequacy of details offered in support of an argument (for example: web information, newspapers, editorials, news magazines).

Tenth Grade Reading

Performance Descriptors

Advanced	<p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain main ideas to identify relationships with other sources and topics; • evaluate the impact of genre upon literary themes; • analyze the structures of literary genres and evaluate their functions; • determine and explain reasons for differences between author's intent and reader's interpretation; • appraise texts for their use of fact, logic, and opinion; • critique information for clarity, relevance, point of view, credibility, and supporting data; • justify arguments presented in defense of a critique.
Proficient	<p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • connect main ideas to identify relationships with other sources and topics; • compare/contrast similar themes across genres to determine how the genre shapes the message; • analyze the structures of literary genres and their functions; • discuss possible differences between author's intent and reader's interpretation; • differentiate among fact, logic, and opinion; • analyze information for clarity, relevance, point of view, credibility, and supporting data.
Basic	<p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • examine main ideas to identify relationships with other sources and topics; • recognize similar themes in different genres; • describe the structures of literary genres; • state possible differences between author's intent and reader's interpretation; • distinguish between fact and opinion; • select information for its clarity, relevance, and point of view.

Eleventh Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>11.R.1.1 Students are able to use various reading and study strategies to increase comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> infer meaning in a variety of text (for example: advertisements, editorials, labels, stereotypes); visualizing characters through dialect and diction (for example: Mark Twain, Emily Dickinson, John Steinbeck).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.R.2.1 Students are able to analyze and explain the relationships among elements of literature (characterization, setting, plot, theme, conflict). <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> explain the influence of point of view on theme (for example: autobiography and biography about the same person, <i>A Gathering of Old Men</i>, <i>A Separate Peace</i>, <i>To Kill a Mockingbird</i>, <i>Black Elk Speaks</i>); explain how characterization drives plot (for example: Nathaniel Hawthorne, F. Scott Fitzgerald, William Shakespeare, Kate Chopin).
(Analysis)	<p>11.R.2.2 Students are able to analyze and explain literary devices within text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> explain how the use of sound devices such assonance, consonance, alliteration, and onomatopoeia support the subject and mood (for example: Edgar Allan Poe, Robert Frost, Mary Oliver, Billy Collins); recognize the impact of play on words (for example: William Shakespeare, Ogden Nash, Shel Silverstein, Jerry Seinfeld).

**Eleventh Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.R.3.1 Students are able to analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • explain the conditions that fostered or prevented the emergence of specific literary forms (for example: poetry, fiction, political addresses, journals); • illustrate how a literary movement developed as a result of the influence of a previous movement (for example: classical style used for the Revolutionary period, Romanticism, Realism).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>11.R.4.1 Students are able to examine the effect of faulty logic techniques in expository text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • critique advertisements in various forms of media for unsupported statements (for example: political campaign ads); • critique editorials, articles, and headlines for bias (for example: newspapers, magazines, journals, billboards, bumper stickers, t-shirts, hats, commercials, and propaganda in expository text).

**Eleventh Grade Reading
Performance Descriptors**

Advanced	<p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • integrate reading strategies to comprehend literary and informational text; • explain how literary devices are used within text to enhance meaning; • determine the relationships among elements of literature; • hypothesize the influence historical context has on form, style, and point of view of a written work; • evaluate and explain the effect of bias, stereotyping, unsupported inferences, fallacious reasoning, and propaganda techniques; • justify judgments of texts.
Proficient	<p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use reading strategies to comprehend literary and informational text; • analyze the literary devices within text and the relationships among elements of literature; • analyze the influence of historical context on the form, style, and point of view of a written work; • analyze the effect of bias, stereotyping, unsupported inferences, fallacious reasoning, and propaganda techniques.
Basic	<p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recall reading strategies to comprehend literary and informational text; • locate literary devices within text; • identify relationships among elements of literature; • recognize the influence of historical context on the form, style, and point of view of a written work; • identify the effect of bias, stereotyping, and propaganda techniques.

**Twelfth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>12.R.1.1 Students are able to analyze the effect of style on the interpretation of text. To meet this standard students may:</p> <ul style="list-style-type: none"> explain how the author's diction conveys his/her attitude (for example: advertising, William Faulkner, E.E. Cummings, political speeches); differentiate between implied and stated meanings (for example: subtext of poetry, editorials, William Shakespeare, George Orwell, Jonathan Swift);

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>12.R.2.1 Students are able to evaluate authors' style in poetry, drama, fiction, and informational text. To meet this standard students may:</p> <ul style="list-style-type: none"> determine the effect of point of view upon characterization (for example: Ernest Hemingway, Jane Austen, Alice Walker, Charlotte Bronte, J.D. Salinger); distinguish between tone and mood (for example: <i>Our Town</i>, <i>Pygmalion</i>, Edgar Allen Poe's short stories, Sherman Alexie's poetry, Sandra Cisneros).

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>12.R.3.1 Students are able to read and critique literary works from a variety of cultures and eras. To meet this standard students may:</p> <ul style="list-style-type: none"> show the relationship between Native American and English-American accounts of the colonial period (for example: diaries, oral tradition, poetry); compare and contrast the qualities of protagonists in various cultures and literary periods (for example: <i>Death of a Salesman</i>, <i>Oedipus</i>, <i>The Great Gatsby</i>, <i>Antigone</i>, <i>The Awakening</i>, <i>Of Mice and Men</i>, <i>Jane Eyre</i>, <i>Wuthering Heights</i>, <i>The Scarlet Letter</i>).

**Twelfth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Synthesis)	<p>12.R.4.1 Students are able to locate, synthesize, and use information from multiple sources to solve problems and make decisions.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none">• develop and support a reasoned argument using reliable primary and secondary sources (for example: public documents, studies, letters, journals, newspapers, magazines, electronic media);• examine several sources in order to make the best choice in a real-life situation (for example: buy a new car, choose a college, rent an apartment, find a new job).

**Twelfth Reading
Performance Descriptors**

Advanced	<p>Twelfth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze and critique the effect of style on the interpretation of text; • evaluate and predict the author’s style in works of poetry, drama, fiction, and nonfiction; • critique, compare, and recommend literary works from a variety of cultures and a variety of eras; • evaluate information from multiple sources for usefulness before solving problems and making decisions.
Proficient	<p>Twelfth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • analyze the effect of style on the interpretation of text; • evaluate authors’ style in works of poetry, drama, fiction, and nonfiction; • read and critique literary works from a variety of cultures and a variety of eras; • locate, synthesize, and use information from multiple sources to solve problems and make decisions.
Basic	<p>Twelfth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • recognize the effect of style on the interpretation of text; • identify the relationship between authors’ styles in text; • read and explain literary works from a variety of cultures and a variety of eras; • locate and use information from multiple sources.

Reading Standards 9-12

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.1.1 (Synthesis) Connect main ideas to identify relationships with other sources and topics.	10.R.1.1 (Application) Use reading strategies to comprehend literary and informational text.	11.R.1.1 (Application) Use various reading and study strategies to increase comprehension.	12.R.1.1 (Analysis) Analyze the effect of style on the interpretation of text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.2.1 (Analysis) Analyze and summarize an author's use of complex literary elements.	10.R.2.1 (Analysis) Compare/contrast similar themes across genres to determine how the type of literature shapes the message.	11R.2.1 (Analysis) Analyze and explain the relationships among elements of literature.	12.R.2.1 (Evaluation) Evaluate author's style in poetry, drama, fiction, and informational text.
9.R.2.2. (Analysis) Analyze and describe the effect of figurative language in various genres.	10.R.2.2 (Analysis) Analyze and identify the structures of literary genres and their functions within that category.	11R.2.2 (Analysis) Analyze and explain literary devices within text.	

Reading Standards 9-12

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.3.1. (Analysis) Analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods.	10.R.3.1(Comprehension) Understand differences between author's intent and reader's interpretation through various cultural and historical perspectives.	11.R.3.1 (Analysis) Analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work.	12.R.3.1 (Evaluation) Read and critique literary works from a variety of cultures and eras.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
9.R.4.1 (Evaluation) Compile and evaluate potential sources for research projects.	10.R.4.1 (Analysis) Differentiate among fact, logic, and opinion in various texts.	11.R.4.1 (Analysis) Examine the effect of faulty logic techniques in expository text.	12.R.4.1 (Synthesis) Locate, synthesize, and use information from multiple sources to solve problems and make decisions.
	10.R.4.2 (Analysis) Analyze information for clarity, relevance, point of view, credibility, and supporting data.		